DOCUMENT RESUME

ED 106 311 TM 004 422

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TITLE Trimming the TRQ. (Revised Forms of the TRQ for Toronto Use). Paper No. 125.
INSTITUTION Toronto Board of Education (Ontario). Research Dept.
PUB DATE Aug 74
NOTE 55p.; For related documents, see TM 004 421-427

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS Affective Behavior; Communication Skills; Creativity; Elementary Education; Performance Criteria; *Questionnaires; *Rating Scales; Self Expression; *Student Evaluation; Testing Problems; Test Reliability; Test Validity
IDENTIFIERS Canada; *Teachers Rating Questionnaire

ABSTRACT

This paper is part 3 of Research Department Report Number 123, "Exploring the T.R.Q.: An Assessment of the Effectiveness of the Teachers' Rating Questionnaire," which gave questionnaire users information necessary to tailor the instrument to their own needs. Retention of TRQ questions which generated good distributions of teacher ratings and which were nonredundant in relationship to other questions resulted in a standard form suitable for general applications. This supplement presents information about item selection along with a complete set of the four TRQ administration booklets as revised for (1) kindergarten, (2) grade 1, (3) grade 2, and (4) grade 3+. (Author)

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ED 104 422 TM 004 422
924-429
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TRIMMING THE TRQ

(Revised Forms of the TRQ for Toronto Use)

E. N. Wright
W. C. Wyman

#125

August 1974

RESEARCH SERVICE

issued by the
Research Department

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

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TRIMMING THE TRQ
(Revised forms of the TRQ for Toronto use)

In part three of Research Department Report #123, Exploring the TRQ, the questions of the Teachers' Rating Questionnaire were examined according to a number of criteria and those with particular weaknesses were pointed out. Although the attitude taken in the report is that the user of the questionnaire could use the information provided to tailor the TRQ to his own purposes, there is also some value in advancing a standard form of the questionnaire suitable for general application. Those who have read #123 may wish to know a little about the actual item selections, and for them the following few pages were prepared.

Table 1 presents a list of questions from the kindergarten, grade one and grade two versions of the TRQ which are recommended for removal, (none are removed from grade 3+). The reasons for removing the questions are varied. Some of the questions generate poor distributions of teachers' ratings (as observed in Figures 12 - 15 of Report #123). Others are part of highly redundant clusters of questions (in these cases, the question with the best distribution and relationship to other questions was retained).

Because the questions in the physical sections of the TRQ were universally bad by all criteria, there is good reason to consider removing them as well. Furthermore, the physical section of one questionnaire had little relationship with the physical section of the other two. Removing the physical section items will also further standardize the questionnaire as the same three sections will remain on all four TRQ versions (kindergarten to grade 3+).

Table 2 shows the questions comprising the three sections on each of the four TRQ versions, which are advanced as the standard form.

TABLE 1

RECOMMENDED QUESTIONS FOR REMOVAL FROM THE TRQ

Question Number	Reason
Kindergarten	
# 8	distribution
#14	distribution
#39	distribution
#26	redundant with #28
#27	redundant with #28
#29	redundant with #28
#30	Physical Section
#31	Physical Section
#32	Physical Section
#33	Physical Section
#34	Physical Section
Grade 1	
#15	distribution
#17	redundant with #16
#22	redundant with #21
#24	Physical Section
#25	Physical Section
#26	Physical Section
Grade 2	
#14	redundant with #15
#25	Physical Section
#26	Physical Section
#27	Physical Section

TABLE 2

QUESTION NUMBERS IN THE THREE SECTIONS FOR EACH OF THE TRQ VERSIONS

Version	Performance	Adjustment	Creative Expressive
Kindergarten	9, 15, 25, 28	11, 12, 17, 18, 19, 21, 23, 35,* 36, 37, 38,* 40 *	1, 2, 3,* 4, 5, 6, 7, 10,* 13,* 16, 20, 22,24
Grade 1	9, 16, 18, 19, 20, 21, 23	13, 14, 27, 28, 29, 30, 31, 32, 33	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
Grade 2	1, 5, 6, 7, 8, 9, 15	11, 12, 13, 16, 19, 20, 21, 22, 24	2, 3, 4, 10, 17, 18, 23
Grade 3+	5, 6, 7, 9, 12	1, 2, 4	8, 10, 11

* Deleted - see text for reasons.

The kindergarten questionnaire was the first attempt at developing the TRQ. In the history of the development of this instrument (see Research Report #98[1]) a revision of the kindergarten questionnaire is mentioned. Because of the feedback received from teachers and because of the problems encountered with the kindergarten questionnaire, a major change in format was decided upon. In the original kindergarten questionnaire a general structure for the rating scale was provided, followed by the stems or items that were to be used. It was discovered that much more specific guidelines were needed for each and every item. Indeed it may be the absence of these specific guidelines which account for the fact that the kindergarten questionnaire had the lowest estimated reliability.

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1 McLeod, D. B., & Wright, E. N. Parents' occupations, student's mother tongue and immigrant status: further analyses of the every student survey data. Toronto: The Board of Education for the City of Toronto, September, 1971, (#98).

In trimming the TRQ it was decided that items from the revised questionnaire, which later came to be called the June Questionnaire, would be used since this was the format followed for all future forms. The numbering and organization of the June Questionnaire was very different and no suitable matches were found for question numbers 35, 38, 40, 3, 10 and 13 and these items were dropped. The reader who may have access to the June Questionnaire cannot use its numbering to refer to the content, but would have to cross reference with the list of items proveded at the end of Report #123.[2]

Item #9 had no suitable match but it was retained and a set of criteria statements were provided for it.

Following this text is a complete set of the TRQ administration booklets as revised for kindergarten, grades 1, 2 and 3+.

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2 Wright, E. N., & Wyman, W. C. Exploring the T.R.Q. An assessment of the effectiveness of the teachers' rating questionnaire. Toronto: The Board of Education for the City of Toronto, May, 1974, (#123).

ED106312

ADMINISTRATION BOOKLET

TEACHERS' RATING QUESTIONNAIRE

(Kindergarten)

Revised Form 1974

Instructions

Specific criteria for you to follow in the rating of each question are stated in detail. These criteria provide the best means of obtaining uniform thinking regarding ratings, both for various pupils and for various teachers at various times of the year. These detailed criteria actually will assist in completing the rating questionnaire quickly and easily as you rate more of the students in your class.

1. Please read each question carefully.

2. Decide from your own knowledge the ratings for each pupil.

3. Record the rating for each pupil for every question.

TM 004 423

SECTION ONE

1. Pronounces words <u>well enough</u> to be understood.

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, <u>or</u>
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, <u>or</u>
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.

Rate 4 - speaks as described in question.

Rate 6 - often speaks with clarity and fluency.

Rate 8 - consistently speaks with clarity and fluency.

---

2. Identifies by name the following colours: red, yellow, blue, green, black, white.

Rate 0 - cannot identify by name any of the colours listed.

Rate 2 - identifies by name some of the colours listed.

Rate 4 - identifies the colours described in question.

Rate 6 - identifies by name the colours listed <u>plus</u> orange, brown, purple, pink, gray.

Rate 8 - identifies by name all colours listed in "Rate 6" plus other blends and shades - e.g., turquoise, mauve, gold.

---

3. Can count up to five objects, people, or things in a picture.

Rate 0 - cannot do any rational counting, <u>or</u>
- gets mixed up when counting objects, etc. (omissions and reversals).

Rate 2 - counts objects correctly to some point below 5 (e.g., consistently counts 4 objects or people but gets mixed up after 4).

Rate 4 - counts as described in question.

Rate 6 - consistently counts up to 10 objects, etc.

Rate 8 - consistently counts more than 10 objects, etc.

---

4. Day-to-day speech shows <u>some</u> understanding of time concepts (e.g., day, week, month, year, hour, summer, fall, etc.).

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, <u>or</u>
- if the child has unintelligible speech in the situation(s) outlined in the question.
- speech shows no understanding of these concepts.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, <u>or</u>
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- speech displays limited understanding of these concepts or generally confused ideas about these concepts.

Rate 4 - speaks as described in question.

Rate 6 - uses <u>many</u> such words and displays good understanding of them.

Rate 8 - displays superior understanding of these and other concepts, e.g., earlier, later, yesterday, tomorrow.

SECTION TWO

5. Gets along with classmates in most of the daily activities (both activity period and teacher guided or directed situations) without a great deal of help from the teacher.

Rate 0 - even with teacher help, has little or no ability to get along with others (shows temper, pushes, snatches, very excitable, shy, timid, or distractible).

Rate 2 - is dependent on "special" classmates or the teacher, or
- can only get along with others in specific situations or specific activities, or
- is very inconsistent from day to day in ability to get along with others.

Rate 4 - acts as described in question.

Rate 6 - frequently gets along independently with classmates in most of the daily activities.

Rate 8 - consistently gets along independently with classmates in all of the daily activities.

---

6. Often accepts social responsibility connected with the activity period - takes reasonable care of equipment, helps others voluntarily or upon request, respects property and work of others.

Rate 0 - accepts no social responsibility in the activity period.

Rate 2 - frequently needs a great deal of teacher help to act responsibly, or
- can only accept social responsibility in a few situations, or
- is very inconsistent from day to day in acceptance of social responsibility in the activity period.

Rate 4 - acts as described in question.

Rate 6 - independently accepts social responsibility in activity periods.

Rate 8 - consistently and independently accepts social responsibility in activity periods.

---

7. Remains interested in an occasional self-chosen activity for about thirty minutes (e.g., painting, block building, doll house).

Rate 0 - tears around in aimless manner when free to choose own occupation.

Rate 2 - activity displays some direction but powers of concentration and length of attention seldom last for more than fifteen minutes.

Rate 4 - acts as described in question.

Rate 6 - frequently remains interested in a self-chosen activity for thirty minutes.

Rate 8 - frequently remains interested for thirty minutes or more in a variety of self-chosen activities.

---

8. Remains interested and attentive for the duration of many teacher guided group activities.

Rate 0 - is seldom interested or attentive (apathetic, day dreams, always tired, distractible, etc.) during group activities, or
- consistently needs teacher help with self-control (pushes, squirms, pokes, interrupts, easily excited, silly behaviour, etc.).

Rate 2 - frequently needs teacher help to maintain self-control or to overcome distractions during group activities, or
- remains interested and attentive only for the duration of one or two daily activities, or
- generally short interest and attention span, or
- frequently day dreams and displays poor listening ability.

Rate 4 - acts a described in question.

Rate 6 - remains interested and attentive for the duration of most group activities without teacher help.

Rate 8 - integrates productive self-direction with teacher guidance for the duration of all group activities.

---

9. Sometimes completes <u>on own initiative</u> a colouring, painting, pasting, box sculpture project from the previous day.

Rate 0 - never on own initiative works on such projects throughout one activity period.

Rate 2 - on own initiative works on such projects throughout one activity period.

Rate 4 - works as described in question.

Rate 6 - frequently on own initiative completes such projects from the previous day.

Rate 8 - can accomplish the requirements for "Rate 6" with a variety of media.

---

10. Solves <u>own</u> problems with regard to rules, routines, materials and equipment, seeking and/or accepting help when it is really needed.

Rate 0 - seldom attempts to solve own problems, <u>or</u>
- generally seeks a great deal of help from others in making decisions or solving problems.

Rate 2 - solves own problems only in specific situations, <u>or</u>
- attempts to solve own problems are generally immature (forgets much about routines, little carry-over evident from previous experiences, very dependent on others, overanxious about mistakes, limited ability to reason, stick to a project, etc.).

Rate 4 - acts as described in question.

Rate 6 - usually solves own problems independently in a wide variety of situations.

Rate 8 - consistently solves own problems <u>suitably</u> in <u>all</u> daily situations.

---

11. Frequently follows directions in many games or routine situations.

Rate 0 - seldom follows directions, or
- generally needs to have directions repeated.

Rate 2 - rarely follows directions without teacher help, or
- only follows directions in a few specific situations, or
- very inconsistent in ability to follow directions.

Rate 4 - follows directions as described in question.

Rate 6 - frequently carries out directions independently in a wide variety of situations.

Rate 8 - consistently carries out complicated directions independently in all situations (e.g., "If you are sitting beside a boy, are wearing short sleeves, have a name that begins like the work 'big', then hop on two feet and get into the line").

---

12. Has sufficient emoticnal stability to accept and carry out the requirements of many of the daily routines (coatroom, washroom, juice, rest, tidying up, changing for physical education, etc.).

Rate 0 - consistently ignores requirements of routines, or
- reacts adversely (temper, refusal, etc.) to the requirements of most routines, or
- cannot carry out the requirements of any routines without teacher help.

Rate 2 - reacts adversely to specific routines, or
- independently can only accept and/or remember a few requirements of routines, or
- is inconsistent from day to day in reaction to routines, or
- often needs teacher help to carry out the requirements of rules and routines.

Rate 4 - acts as described in question.

Rate 6 - independently remembers and carries out the requirements of most of the daily routines.

Rate 8 - dependably and independently remembers and carries out the requirements of all the daily rules and routines.

---

13. Controls temper in many situations.

Rate 0	- if temper tantrums ever occur.
Rate 2	- frequent loss of temper (not tantrum), or - frequently irritable, or - consistently irritable in specific situations or activities, or - inconsistent in control of temper.
Rate 4	- acts as described in question.
Rate 6	- consistently controls temper.
Rate 8	- controls temper and also deals sensibly with emotional situations.

SECTION THREE

14. Speaks in simple sentences that can be easily understood.

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- seldom willing to speak, or
- only speaks in a few specific situations, or
- speech is generally lacking in fluency (e.g., "I um saw, um um a fire truck um on the way um um to school."), or
- cannot speak in simple sentence form (one or two word answers).

Rate 4 - speaks as described in question.

Rate 6 - often uses organized descriptive sentences about people, things or actions - e.g., "I see the little dog running down the road after the boy."

Rate 8 - consistently uses organized descriptive sentences displaying superior vocabulary and structure.

---

15. Coherently tells stories about and/or describes concrete materials in the classroom (e.g., own handwork, large pictures used for picture study, science materials, articles or toys brought from home).

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- seldom will attempt to tell a story about or describe concrete materials, or
- attempts are limited to one or two sentences, or
- attempts are often rambling, or
- attempts are repetitive - e.g., "Do you know what, well that's a house and do you know what, the boy is...", etc.

Rate 4 - speaks as described in question.

Rate 6 - coherently tells stories about and/or describes many different concrete materials.

Rate 8 - displays ability to speak logically and sequentially and to originate suitable beginnings, endings and explanations for stories.

---

16. Coherently relates or describes incidents (e.g., home, trips, coming to school, etc.).

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- seldom will attempt to relate or describe incidents or
- attempts are limited to one or two sentences, or
- attempts are often rambling, or
- attempts are repetitive.

Rate 4 - speaks as described in question.

Rate 6 - coherently relates or describes a variety of incidents.

Rate 8 - displays ability to speak logically and sequentially and to originate suitable beginnings and endings for descriptions of incidents.

---

17. Talks freely and fluently in many expected situations (usual daily activities) without signs of extreme tension (agitated; high pitched shaky voice; twisting of clothes, stuttering, crying, etc.).

Rate 0 - displays extreme tension in most situations.

Rate 2 - often displays extreme tension, or
- consistently displays tension in specific situations (e.g., when being disciplined; when something unexpected occurs; when asked to follow directions, to decide what to do, etc.).

Rate 4 - reacts as described in question.

Rate 6 - free of tension in both expected and unexpected situations (visitors to room, getting hurt, etc.).

Rate 8 - reacts to and expresses self in both expected and unexpected situations without tension.

---

18. Creates stories, around any idea.

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- seldom attempts to create stories, or
- attempts are limited to a few words, or
- attempts are usually incoherent, rambling, or "silly".

Rate 4 - ability as described in question.

Rate 6 - can create well organized stories, around many ideas.

Rate 8 - superior ability to create stories, around many ideas.

---

19. Sometimes expresses own ideas in relation to the daily activities (e.g., discussion, story, game, dramatization, music, activity period).

Rate 0 - if the child cannot or will not speak at all in the situation(s) outlined in the question, or
- if the child has unintelligible speech in the situation(s) outlined in the question.

Rate 2 - if the child's speech in the situation(s) outlined in the question is consistently impaired due to extreme tension, mannerisms, stuttering, stammering when talking, or
- if the child's speech in the situation(s) outlined in the question is consistently impaired by "baby talk" substitutions, limited English vocabulary, physical defects.
- seldom willing or able to express own ideas, or
- generally displays inability to stick to the subject.

Rate 4 - speaks as described in question.

Rate 6 - expresses own ideas in organized sentences in relation to many different activities.

Rate 8 - displays superior ability to express own ideas in relation to all the daily activities.

20. Consistently decides <u>on own initiative</u> what to do within the prescribed boundaries of the activity period.

Rate 0 - never can decide on own initiative what to do during the activity period.

Rate 2 - frequently needs help from the teacher to decide what to do, <u>or</u>
- is always indecisive, <u>or</u>
- usually chooses the same kind of activity or "easy activities", <u>or</u>
- often displays annoyance, sulkiness, etc. if not given first choice or if there is a need to make an alternate choice.

Rate 4 - acts as described in question.

Rate 6 - choices display desire for wide variety of activities and experiences from day to day.

Rate 8 - choices display desire for wide variety of activities <u>and</u> ability to plan ahead, stating project to be undertaken, method to be used, etc. (e.g., "I'm going to make a cage for a lion with boxes and wood. I'm going to use straws for the bars and cut out a lion to put in it and then I'll paint the cage" or "I'm going to paint a picture about the postman and then I'm going to the blocks".)

---

21. Sometimes follows the line of thought throughout discussions, stories, experience planning, etc.

Rate 0 - never follows one line of thought throughout any activity.

Rate 2 - seldom follows one line of thought throughout any activity, <u>or</u>
- only follows one line of thought throughout the shortest activities or in a few specific activities.

Rate 4 - follows the line of thought as described in question.

Rate 6 - frequently follows the line of thought throughout most of the daily activities.

Rate 8 - <u>consistently and independently</u> follows the line of thought throughout all the daily activities.

---

22. Thinks logically about or can explain pictures, things, rules, own ideas (reasons, makes deductions or inferences).

Rate 0 - seldom thinks logically or explains.

Rate 2 - sometimes thinks logically in specific situations.

Rate 4 - thinks as described in question.

Rate 6 - frequently thinks logically and makes explanations in most situations.

Rate 8 - consistently thinks logically and makes explanations in a superior manner (cause and effect relations: e.g., "my leg hurts because I fell down").

---

23. Expresses different opinions and own ideas during discussion times and the activity period.

Rate 0 - always too timid, shy or afraid to differ from others, or
- consistently displays unpleasant manner or behaviour when differing from others.

Rate 2 - needs a great deal of encouragement to express differing ideas and own opinions, or
- sometimes displays unpleasant manner, or
- is very inconsistent from day to day in ability to differ pleasantly.

Rate 4 - acts as described in question.

Rate 6 - always willing to express different opinions and own ideas in a pleasant manner.

Rate 8 - differing ideas and own opinions are constructive and are offered with due regard for the efforts, rights, and opinions of others.

ED106313

ADMINISTRATION BOOKLET

TEACHERS' RATING QUESTIONNAIRE

(Grade 1)

Revised Form 1974

Instructions

Specific criteria for you to follow in the rating of each question are stated in detail. These criteria provide the best means of obtaining uniform thinking regarding ratings, both for various pupils and for various teachers at various times of the year. These detailed criteria actually will assist in completing the rating questionnaire quickly and easily as you rate more of the students in your class.

1. Please read each question carefully.
2. Decide from your own knowledge the ratings for each pupil.
3. Record the rating for each pupil for every question.

TM 004 424

SECTION ONE

1. Shows evidence of good ability to <u>listen</u> and absorb content in the daily programme (e.g. - by remembering facts about stories and poems read by the teacher, by learning songs).

Rate 0 - little or no attempt to listen or absorb content of programme.

Rate 2 - content absorbed is very limited due to easy distractibility, short attention span, or memory.

Rate 4 - can listen attentively for a lesson period and remember most of the content.

Rate 6 - <u>could</u> listen attentively <u>beyond</u> a lesson period and remember most of the content.

Rate 8 - <u>could</u> listen attentively <u>beyond</u> a lesson period and appropriately apply the content of the lesson to other situations.

---

2. Has sufficient mental maturity to do <u>some</u> productive work (review lessons, new lessons and seatwork, etc.) at the current classroom level in <u>reading</u>.

Rate 0 - generally well below Grade 1 level in reading, or
- reading vocabulary very limited.

Rate 2 - at bottom level of class in reading ability and in seatwork applied to reading.

Rate 4 - middle of class in reading ability and in seatwork applied to reading.

Rate 6 - top level of class in reading ability and in seatwork applied to reading.

Rate 8 - reading ability has gone <u>beyond</u> the Grade 1 expectations.

---

3. **With a minimum of teacher help, <u>frequently</u> follows the current topic in a discussion, story or reading period.**

Rate 0 - with or without teacher help, can <u>seldom</u> do what is required in the situations involved in the question, because:
- interrupts frequently with unrelated ideas due to attention seeking, immaturity of thought or lack of experience, or
- consistently daydreams or displays apathetic attitude, or
- is extremely distractible, or
- has very limited English language skills, or
- has inability to think logically and sequentially, to make inferences and deductions.

Rate 2 - performance is <u>often</u> impaired due to factors mentioned for 0 above, or
- is very inconsistent (swings from good to poor performance) in doing what is required in the situations outlined in the question.

Rate 4 - has ability to follow current topic as described in the question.

Rate 6 - seldom needs any teacher help to follow the topic and can make relevant contributions to the situations outlined in the question.

Rate 8 - consistently makes superior and relevant contributions to the situations outlined in the question.

---

4. **With a minimum of teacher help, can set and follow <u>some relevant</u> purposes for reading each story and for planning each group or classroom activity.**

Rate 0 - even with teacher guidance, cannot set purposes or goals.

Rate 2 - with or without teacher guidance, can seldom set purposes.
- can only set purposes in certain situations, or
- is very inconsistent in ability to set purposes.

Rate 4 - can set and follow purposes as described in the question.

Rate 6 - consistently sets, follows and achieves relevant purposes for reading and other activities.

Rate 8 - establishes a series of relevant purposes and derives appropriate information for them.

---

5. **Frequently attempts to solve <u>own</u> problems in connection with <u>most</u> seatwork, directions, rules, routines and classroom equipment.**

Rate 0 - seldom attempts to solve own problems in any situation, or
- needs a great deal of teacher help to solve problems.

Rate 2 - can only solve own problems in a few situations, or
- will attempt to solve problems but efforts are very immature, or
- is very inconsistent in attempts to solve own problems, frequently swings from good to bad attempts.

Rate 4 - attempts to solve own problems as described in the question.

Rate 6 - frequently <u>solves</u> own problems connected with the situations outlined in the question.

Rate 8 - consistently solves own problems with superior performance in the situations outlined in the question.

---

6. **Shows evidence of auditory skills in <u>most</u> of the following areas:**

- listening and identifying instruments.
- listening, identifying and reproducing music, rhythms, "What belongs", etc.
- listening and retelling (e.g. - stories, songs, poems).
- identifying rhyming words.
- identifying initial consonants.
- identifying final consonants.

Rate 0 - auditory skills are limited or non-existent.

Rate 2 - auditory skills are only apparent in a few situations listed, or
- is inconsistent in auditory skills, varying from good to poor performance.

Rate 4 - shows evidence of auditory skills as described in question.

Rate 6 - auditory skills are consistently <u>above average</u> in all the situations listed.

Rate 8 - can perform consistently <u>beyond</u> the Grade 1 expectations.

---

7. When reading (orally or silently) can group words in meaningful phrases and sentences and can carry thought over when sentences are split by lines.

Rate 0 - can only read a few words.

Rate 2 - consistently points with finger and word calls, or
- cannot locate words or phrases on charts and blackboards, or
- cannot carry thought over when sentences are split by lines.

Rate 4 - reads as described in the question.

Rate 6 - can do well-phrased reading fluently and easily with expression suited to the meaning.

Rate 8 - can read fluently and easily material which is beyond the Grade 1 expectations.

SECTION TWO

8. With or without teacher help, meets <u>many</u> of the demands connected with <u>general</u> social behaviour <u>in most of the daily activities</u> (e.g. - listens to others, appreciates the efforts of others, appreciates the opinions of others, handles equipment with reasonable care).

Rate 0 - even with teacher help, consistently uncooperative, disinterested, with no appreciation for the efforts and opinions of others.

Rate 2 - with or without teacher help, can meet social demands in only a few situations, or in certain particular situations, or
- is very inconsistent from day to day.

Rate 4 - responds socially as described in the question.

Rate 6 - shows dependable and cooperative attitudes in meeting many of the demands connected with general social behaviour.

Rate 8 - consistently makes superior constructive contributions to social situations with due respect for the opinions, rights and properties of others.

---

9. With or without teacher help, meets <u>many</u> of the demands connected with <u>specific</u> social behaviour <u>in most of the daily routines</u> (e.g. - lines, toilet, seatwork, lockers, getting materials, tidying up, etc.).

Rate 0 - even with teacher help, constantly ignores rules and boundaries of routines.

Rate 2 - with or without teacher help, can only meet some of the requirements of a few routines or can only meet the requirements for one kind of behaviour, or
- is very inconsistent from day to day.

Rate 4 - responds to routines as described in the question.

Rate 6 - with or without teacher help, is consistently dependable and cooperative in all daily rules and routines.

Rate 8 - <u>without</u> teacher help is consistently dependable and cooperative in all daily rules and routines.

---

10. Shows willingness and confidence in <u>independently</u> attempting <u>most</u> new challenges and tasks at own level (e.g. - seatwork based on reading or using any art medium to illustrate own ideas).

Rate 0 - always avoids new tasks or challenges, or
- often cries when confronted with new tasks and challenges, or
- consistently works at one thing to the point of exhaustion.

Rate 2 - constantly needs encouragement and praise, or
- constantly seeks help with new tasks and challenges, or
- consistently refuses certain types of challenge (e.g. - cutting and pasting, or finger painting).

Rate 4 - attempts most new challenges and tasks as described in the question.

Rate 6 - consistently attempts <u>all</u> new tasks and challenges at own level.

Rate 8 - consistently performs <u>beyond</u> the Grade 1 expectations.

---

11. Has sufficient emotional stability to accept teacher guidance, <u>and</u> to seek help, when it is <u>really</u> needed.

Rate 0 - never seeks or accepts help from teacher, or
- is <u>consistently</u> overdependent in all situations.

Rate 2 - reacts adversely under teacher guidance in a few specific situations, or
- is inconsistent in knowing when to seek and accept help, or
- is overdependent in some situations.

Rate 4 - accepts guidance and seeks help as described in the question.

Rate 6 - shows ability to integrate productive self-direction with teacher guidance (e.g. - frequently offers a considered differing opinion).

Rate 8 - outstanding ability to integrate productive self-direction with teacher guidance <u>beyond</u> usual Grade 1 expectations.

---

12. Has sufficient emotional stability to accept and carry out most rules and routines independently (e.g. - assembling, dismissing, washroom, keeping desk tidy, sharpening pencils, activity centres, etc.).

Rate 0 - reacts adversely to all rules and boundaries.

Rate 2 - reacts adversely to certain rules and boundaries, or
- can only accept a few rules and boundaries, or
- is inconsistent from day to day in reaction to rules and boundaries.

Rate 4 - follows most rules and routines as described in question.

Rate 6 - dependably follows all rules and boundaries.

Rate 8 - outstanding in initiative and responsibility concerning rules.

---

13. Shows ability to control temper in most situations.

Rate 0 - any situation brings forth a temper tantrum.

Rate 2 - frequently loses temper (not a tantrum), or
- shows frequent irritability, or
- is too controlled and repressive.

Rate 4 - control of temper as described in the question.

Rate 6 - shows above average ability to control temper.

Rate 8 - shows over-all well-balanced temperament.

---

14. Can usually express self in, and react to, most situations without signs of nervous mannerisms or extreme tension (e.g. - agitated; high-pitched, shaky voice; twisting of clothes or face; stuttering or stammering).

Rate 0 - consistently displays many nervous mannerisms or extreme tension.

Rate 2 - often displays nervous mannerisms or extreme tension (e.g. - unexpected happens - doctor or nurse comes into the room).

Rate 4 - self-expression as described in the question.

Rate 6 - consistently free of mannerisms and tension.

Rate 8 - superior poise in expression in all situations.

---

15. With a minimum of teacher help during work periods (at desks or work centres), can maintain attention span for a sufficient period of time to achieve <u>some</u> productive effort.

Rate 0 - cannot work without teacher help, or
- extremely short attention span, or
- never gets work done, or
- very easily distracted.

Rate 2 - requires a great deal of teacher help to get any work done, or
- frequent distractibility in some situations.

Rate 4 - performs as described in the question.

Rate 6 - above average attention span and ability to work productively in such situations.

Rate 8 - superior concentration on a task with productive effort in such situations <u>beyond</u> the Grade 1 expectations.

---

16. With a minimum of teacher help, has the ability to change focus of attention from one lesson or activity to another, and hold the attention span for a sufficient period of time to achieve <u>some</u> productive effort.

Rate 0 - even with teacher guidance, cannot transfer attention from one activity to another.

Rate 2 - powers of concentration are so limited that transfer of attention to other areas of activity produces aimless, disturbing or attention-seeking behaviour, or
- overextends concentration in one kind of activity to the point of fatigue, or
- unwillingness to transfer attention to another area.

Rate 4 - performs as described in question.

Rate 6 - above average attention span and ability to transfer from one activity to another with productive effort.

Rate 8 - superior ability to concentrate and transfer to new tasks with productive effort <u>beyond</u> the Grade 1 expectations.

SECTION THREE

17. **Frequently** speaks freely and fluently in compound or complex sentences.

Rate 0 - as in note.

Rate 2 - speaks only in simple sentences, or
- speech is consistently impaired due to nervous mannerisms or physical defect.

Rate 4 - speaks as described in the question.

Rate 6 - consistently speaks fluently in compound or complex sentences with clear pronunciation and wide vocabulary.

Rate 8 - consistently speaks freely and fluently in an adult manner.

---

18. Has the ability to tell a simple story about a picture (e.g. - large pictures used for picture study, pictures in readers, own creative paintings).

Rate 0 - as in note.

Rate 2 - only names objects in pictures (e.g. - "I see a ball."; "about a dog".).

Rate 4 - describes a sequence with quality or action as illustrated in pictures (e.g. - "The boy has a blue ball. He is throwing the ball and the dog is trying to catch it.").

Rate 6 - infers what has happened before or can predict outcome (e.g. - "The boy is crying because the balloon blew away." or "The baby is crying and Mummy will help her.").

Rate 8 - independently infers what has happened before and can predict outcome (e.g. - "I think the dog chased the kitten up the tree. Maybe Tom will get a ladder and get the kitten down.").

---

19. Uses simple adjectives to describe emotions and feelings illustrated in pictures, stories, music and poetry (e.g. - happy, surprised, curious, etc.).

Rate 0 - as in note

Rate 2 - adjectives are limited to glad, sad, mad.

Rate 4 - uses adjectives to describe emotions and feelings as described in the question.

Rate 6 - has extensive vocabulary of such adjectives (e.g. - interested, gay, excited, solemn, tired, amazed, worried, anxious).

Rate 8 - has extensive vocabulary, consistently using such adjectives in <u>proper context</u>.

---

20. Coherently tells about incidents, or news, of out-of-school activities or experiences.

Rate 0 - as in note.

Rate 2 - only sometimes makes an attempt to tell about news or experiences, or
- many attempts which are incoherent.

Rate 4 - tells about incidents etc. as described in the question.

Rate 6 - consistently speaks fluently and tells about news or experiences in sequential form.

Rate 8 - consistently speaks in a fluent, sequential way and tells about news or experiences which sometimes contribute to a topic of study (e.g. - Science - relates some of the signs of Spring noticed on the the way to school).

---

21. <u>Frequently</u> expresses <u>own ideas voluntarily</u> to the teacher and classmates. (To the teacher during discussions, games, musical activities, physical education, planning of classroom trips or projects; to classmates during dramatic play or at work centres.)

Rate 0 - as in note.

Rate 2 - seldom tells own ideas voluntarily, or
- needs constant urging and assurance from teacher to take part.

Rate 4 - expresses ideas as described in the question.

Rate 6 - shows good ability to contribute voluntarily <u>many</u> constructive ideas in the situations described in the question.

Rate 8 - frequently shows superior ability to contribute voluntarily many constructive ideas <u>beyond</u> the Grade 1 expectations.

---

22. **Creates stories, songs or poems around any idea.**

Rate 0 - as in note.

Rate 2 - sometimes makes attempts.

Rate 4 - creates stories etc. as described in the question.

Rate 6 - creates an interesting meaningful story using extensive vocabulary, or
- makes up poems or songs, indicating an ability to create verbal images by use of sound alliteration, colour, rhythm or tune.

Rate 8 - indicates outstanding ability to consistently perform in all areas described in 6 rating.

---

23. Vocabulary contains words that signify some understanding of the concepts of order and quantity (e.g. - many, few, first, last, thicker, thinner, more, less, bigger, smaller).

Rate 0 - as in note.

Rate 2 - few words for these concepts, or
- speech indicates very little understanding of these concepts.

Rate 4 - vocabulary contains words that signify some understanding of the concepts of order and quantity as outlined in the question.

Rate 6 - extensive vocabulary which indicates spontaneous use and good understanding of these concepts in many situations.

Rate 8 - extensive use of such words with full understanding.

---

24. Vocabulary contains words that signify some understanding of the concepts of time and space (e.g. - near, far, up, down, hour, month, week, around, under, over, on, backwards, below, above).

Rate 0 - as in note.

Rate 2 - few words for these concepts, or
- speech indicates very little understanding of these concepts.

Rate 4 - Vocabulary contains words that signify some understanding of the concepts of time and space as outlined in the question.

Rate 6 - extensive vocabulary which indicates spontaneous use and good understanding of these concepts in many situations.

Rate 8 - extensive use of such words with full understanding.

---

25. Interacts with <u>most</u> of classmates by daily social participation (either voluntary or upon invitation) in many of the children-directed activities (e.g. - dramatic play, puppets, activities at library or science centre, games and play).

Rate 0 - never or seldom participates, or
- unable to get along with classmates generally (in class or in schoolyard).

Rate 2 - makes an attempt to participate in one or a few classroom or outdoor activities, or
- social contact limited to one or two chosen friends, or
- consistently timid, dominating or quarrelsome in social contacts.

Rate 4 - participates as described in the question.

Rate 6 - frequently indicates leadership ability in cooperative participation with many or all of classmates.

Rate 8 - consistently indicates leadership ability in cooperative participation with many or all of classmates in any situation.

---

26. Takes responsibility for, and carries out, simple classroom tasks with a minimum of teacher help (e.g. - watering plants, feeding pets, tidying work centres, cleaning brushes, etc.).

Rate 0 - never volunteers responsibility, or
- always reacts adversely when requested to perform responsible tasks.

Rate 2 - seldom performs tasks voluntarily or upon request, or
- always requires help from the teacher or other pupils to perform the task, or
- often too anxious to help (seeks reasons to remain with teacher at recess, etc.).

Rate 4 - assumes responsibility for classroom tasks as described in the question.

Rate 6 - sometimes recognizes needs arising unexpectedly and spontaneously assumes responsibility for their fulfilment (e.g. - someone is hurt; paint is spilled).

Rate 8 - <u>usually</u> recognizes needs arising unexpectedly and spontaneously assumes responsibility for their fulfilment.

---

27. Is responsive towards and indicates a desire to make positive contributions towards <u>many</u> teacher-directed activities (e.g. - sings in singing periods, talks in discussion periods, responds in music periods, moves in physical education periods, takes part in dramatizations, etc.).

Rate 0 - generally shows little or no interest in teacher-directed activities.

Rate 2 - shows some interest in only a few teacher-directed activities.

Rate 4 - responds as described in the question.

Rate 6 - is responsive towards most teacher-directed activities and usually makes positive contributions.

Rate 8 - is responsive towards most teacher-directed activities and usually makes positive contributions <u>beyond</u> the Grade 1 expectations.

ED106314

ADMINISTRATION BOOKLET

TEACHERS' RATING QUESTIONNAIRE

(Grade 2)

Revised Form 1974

Instructions

Specific criteria for you to follow in the rating of each question are stated in detail. These criteria provide the best means of obtaining uniform thinking regarding ratings, both for various pupils and for various teachers at various times of the year. These detailed criteria actually will assist in completing the rating questionnaire quickly and easily as you rate more of the students in your class.

1. Please read each question carefully.

2. Decide from your own knowledge the ratings for each pupil.

3. Record the rating for each pupil for every question.

TM 004 425

SECTION ONE

1. **Shows evidence** of good ability to listen and absorb content in the daily programme. (Remembers facts, learns songs, remembers sequence of events in a story, etc.)

   Rate 0 - little or no attempt to listen or absorb content of programme.

   Rate 2 - can listen for only part of the lesson period and absorbs very little.

   Rate 4 - shows evidence of good ability to listen and absorb content in the daily programme.

   Rate 6 - could listen attentively beyond a lesson period and remember most of the content.

   Rate 8 - could listen attentively beyond a lesson period, remember most of the content, and apply the content of the lesson to other situations.

---

2. **Reads silently** with comprehension.

   Rate 0 - reading vocabulary very limited, reads with little or no comprehension, little progress being made.

   Rate 2 - reads silently with good word recognition and comprehension at bottom level of class.

   Rate 4 - reads silently with good word recognition and comprehension at middle level of class.

   Rate 6 - reads silently with good word recognition and comprehension at top level of class.

   Rate 8 - reads silently with good word recognition and comprehension above Grade 2 level; reads story books on his own.

---

3. **Oral reading** has fluency and correct phrasing; conveys meaning to listeners.

   Rate 0 - word by word reading; conveys little or no meaning to listeners.

   Rate 2 - can read at bottom level of the class with fluency and correct phrasing; conveys meaning.

   Rate 4 - can read at middle level of the class with fluency and correct phrasing; conveys meaning.

   Rate 6 - can read at top level of the class with fluency and correct phrasing; conveys meaning.

   Rate 8 - can read beyond Grade 2 level with fluency and correct phrasing; conveys meaning.

---

4. Is acquiring auditory-visual word attack skills in the following areas:

- identifying rhyming words
- identifying initial consonant sounds
- identifying final consonant sounds
- identifying initial two-letter consonant blends
- identifying vowel sounds
- making consonant substitutions
  - (a) initial
  - (b) final

Rate 0 - has very limited auditory skills and few or no auditory-visual skills.

Rate 2 - has some auditory-visual skills, but performance is inconsistent; has not acquired auditory-visual skills in most areas listed in question.

Rate 4 - shows evidence of acquiring the auditory-visual word attack skills listed in the question.

Rate 6 - has acquired the auditory-visual word attack skills listed in the question.

Rate 8 - has acquired more auditory-visual word attack skills than those listed above.

---

5. Can usually reproduce accurately most words that are needed in written work.

Rate 0 - consistently makes errors in copying as well as when doing work on his own.

Rate 2 - accuracy in copying or reproducing words in written work is inconsistent.

Rate 4 - can usually reproduce accurately most words that are needed in written work.

Rate 6 - consistently spells words accurately in most written work better than the average.

Rate 8 - consistently spells words accurately in all wirtten work.

---

6. **Is able to write simple creative stories.**

   Rate 0 - makes no attempt to write stories.

   Rate 2 - attempts stories, but only writes one or two sentences, and needs encouragement from the teacher.

   Rate 4 - is able to write simple creative stories.

   Rate 6 - writes creative stories using variety in sentence structure, extensive vocabulary, etc.

   Rate 8 - consistently writes creative stories using variety in sentence structure, extensive vocabulary, etc., well beyond the expected level of Grade 2.

---

7. Has good ability to solve mathematical problems and make up his own problems with a minimum of help from the teacher.

   Rate 0 - has little ability to solve or construct mathematical problems even with help from the teacher.

   Rate 2 - ability to solve and construct mathematical problems is below Grade 2 level.

   Rate 4 - has good ability to solve mathematical problems and make up his own problems with a minimum of help from the teacher.

   Rate 6 - has above average ability in solving and constructing mathematical problems, without the guidance of the teacher.

   Rate 8 - has superior ability in solving and constructing mathematical problems even beyond Grade 2 level without the guidance of the teacher.

SECTION TWO

8. **Takes responsibility for and carries out simple classroom tasks with some help from the teacher if needed.**

Rate 0 - never accepts responsibility, or
- reacts adversely when requested to carry out some task.

Rate 2 - accepts responsibility but has difficulty carrying out what he has accepted, or
- always requires help with carrying out task, or
- only occasionally accepts responsibility.

Rate 4 - assumes responsibility for and carries out simple classroom tasks with some help from the teacher if needed.

Rate 6 - requires little or no help from the teacher in carrying out tasks, and
- sometimes recognizes needs and assumes responsibility for their fulfilment.

Rate 8 - requires no help from teacher in carrying out tasks, and
- usually recognizes needs on his own and assumes responsibility for their fulfilment.

---

9. With or without the help of the teacher, is usually dependable and co-operative in carrying out most daily routines (e.g., lines, lockers, getting materials and putting them away, etc.).

Rate 0 - unco-operative in carrying out routines, or
- not dependable in carrying out routines.

Rate 2 - is inconsistent from day to day in way he carries out routines, or
- can only carry out some routines in a dependable way.

Rate 4 - with or without help from the teacher, is usually dependable and co-operative in carrying out most daily routines.

Rate 6 - consistently dependable and co-operative in carrying out routines with or without help from the teacher.

Rate 8 - consistently dependable and co-operative in all routines without help from the teacher.

---

10. With or without the help of the teacher, is usually able to meet the demands connected with working in a group within the classroom (e.g., listens to others, contributes to group efforts, appreciates efforts of others, and opinions of others, works without disturbing members of the group or rest of class, etc.).

Rate 0 - even with the help of the teacher, consistently disturbs other members of group, or
- is unco-operative and unappreciative of the efforts and opinions of others.

Rate 2 - with or without the help of the teacher, meets the demands of a group situation only occasionally.

Rate 4 - with or without help from the teacher, is usually able to meet the demands connected with working in a group within the classroom.

Rate 6 - with or without the help of the teacher, consistently meets the demands of group situations and sometimes makes constructive contributions.

Rate 8 - without the help of the teacher, consistently meets the demands of group situations and makes superior constructive contributions.

---

11. Frequently attempts to solve his own problems in connection with seatwork, directions, rules, routines, and classroom equipment, etc.

Rate 0 - seldom attempts to solve his own problems, or
- needs a great deal of help from the teacher.

Rate 2 - can only solve his own problems in a few situations, or
- is very inconsistent in attempts to solve own problems.

Rate 4 - frequently attempts to solve his own problems in connection with seatwork, directions, rules, routines, and classroom equipment, etc.

Rate 6 - frequently solves own problems in connection with seatwork, directions, rules, routines, and classroom equipment, etc.

Rate 8 - consistently solves own problems in connection with seatwork, directions, rules, routines, and classroom equipment, etc.

---

12. Has a good attention span.

Rate 0 - extremely short attention span, or
- very easily distracted, or
- gets very little work done.

Rate 2 - short attention span, or
- distractible, or
- needs constant encouragement from the teacher to get work done.

Rate 4 - has a good attention span, and
- usually gets work done.

Rate 6 - above average attention span, and
- always gets work done.

Rate 8 - superior attention span, above expectation for a Grade 2 child, and
- gets work done before the end of the work period.

---

13. Usually seeks and accepts help when it is really needed.

Rate 0 - never seeks or accepts help from the teacher, or
- is consistently overdependent on the teacher.

Rate 2 - seldom seeks help from the teacher, or
- reacts adversely to guidance from the teacher, may cry, or
- is overdependent in some situations.

Rate 4 - usually seeks and accepts help when it is really needed.

Rate 6 - often shows some ability to integrate self-direction with guidance from the teacher.

Rate 8 - consistently shows outstanding ability to integrate self-direction with guidance from the teacher.

---

14. Usually shows ability to control temper and avoids showing irritability in most situations.

Rate 0 - frequently loses temper and shows irritability in many situations.

Rate 2 - occasionally loses temper and shows irritability in some situations.

Rate 4 - usually shows ability to control temper and avoids showing irritability in most situations.

Rate 6 - consistently shows above average ability to control temper and avoids showing irritability in most situations.

Rate 8 - consistently shows superior ability to control temper and avoids showing irritability in all situations.

---

15. **Usually reacts to situations without mannerisms or tensions.**

Rate 0 - consistently displays many nervous mannerisms or extreme tension.

Rate 2 - often displays nervous mannerisms or extreme tension.

Rate 4 - usually reacts to situations without mannerisms or extreme tension.

Rate 6 - consistently free of mannerisms and tensions.

Rate 8 - superior poise in all situations.

---

16. **Usually shows willingness to attempt new challenges and tasks independently.**

Rate 0 - usually avoids new challenges or tasks, or
- may cry when confronted with a new task, or
- consistently works at one thing to the point of exhaustion.

Rate 2 - needs much encouragement to attempt a new challenge or task, or
- needs help when attempting a new challenge or task.

Rate 4 - usually shows willingness to attempt new challenges and tasks independently.

Rate 6 - consistently attempts new challenges and tasks independently.

Rate 8 - attempts all new challenges and tasks independently with interest and performs beyond Grade 2 expectations.

SECTION THREE

17. Can tell a story about a picture. (printed picture or own creative picture)

Rate 0 - only names objects in picture.
(e.g., I see a ball. There is a dog.)

Rate 2 - relates only the action illustrated in the picture.
(e.g., The boy has a ball. He is throwing it to the dog.)

Rate 4 - infers what has happened before the action in the picture, or predicts what will happen next as well as telling what is happening in the picture.

Rate 6 - infers what has happened before the action in the picture, relates action illustrated, and predicts what will happen next.
(e.g., One day grandmother gave John a new ball. John took the ball and went out to play. He threw the ball to the dog. Blackie missed it and the ball rolled down the sewer.)

Rate 8 - infers what happened before the action in the picture; describes action in picture; predicts outcome; often expresses feelings of story characters; uses interesting beginning and ending sentences; avoids irrelevant statements.

---

18. Coherently describes incidents, relates news, out-of-school activities, or experiences.

Rate 0 - never participates.

Rate 2 - only occasionally participates, or
- does not use sentences, or
- ideas not in sequence, and
- brings in a number of irrelevant ideas.

Rate 4 - coherently describes incidents, relates news, out-of-school activities, or experiences; speaks in sentences; frequently participates.

Rate 6 - consistently participates, speaks fluently, relates incidents, news, etc., with ideas in sequence, often uses compound and complex sentences.

Rate 8 - consistently participates, describes incidents, etc., speaking fluently and using compound and complex sentences with wide vocabulary, often expressing own feelings about the situation; avoids irrelevant ideas.

---

19. **Can tell creative stories.**

Rate 0 - only occasionally makes an attempt to tell a creative story.
- story may have only one or two sentences, or
- may have many sentences which are completely unrelated.

Rate 2 - can tell a one or two sentence story.
- can tell a story, but story has irrelevant ideas.

Rate 4 - can tell creative stories; makes an attempt to use an interesting beginning or ending sentence; has few irrelevant ideas in story.

Rate 6 - consistently tells creative stories with interesting beginning and ending sentences, very few irrelevant ideas in stories; uses compound and complex sentences in story.

Rate 8 - consistently tells creative stories at a level beyond Grade 2 expectancy, uses interesting beginning and ending sentences, uses variety in sentence structure, has no irrelevant ideas in stories.

---

20. **Usually participates actively, either voluntarily or by inviation, in classroom activities.**

Rate 0 - never or seldom participates actively in classroom activities, or
- is generally unable to get along with the children in the class.

Rate 2 - makes some attempt to participate actively in classroom activities, or
- consistently quarrelsome, domineering, or timid in contacts with other children.

Rate 4 - usually participates actively, either voluntarily, or by invitation, in classroom activities.

Rate 6 - consistently participates voluntarily in classroom activities, sometimes shows leadership ability.

Rate 8 - consistently participates voluntarily in classroom activities showing leadership ability.

---

21. **Frequently participates in making and carrying out plans with little or no help from the teacher.**

Rate 0 - never has anything to offer in planning situations, or
- needs much help in carrying out plans.

Rate 2 - seldom participates in planning, or
- needs help in carrying out plans.

Rate 4 - frequently participates in making and carrying out plans with little or no help from the teacher.

Rate 6 - usually participates in planning, and
- can carry out plans without help from the teacher.

Rate 8 - has much to offer in planning and can carry out plans without help from the teacher, and
- often helps others to carry out plans.

---

22. With a minimum of help from the teacher, is usually able to contribute relevant comments in discussions.

Rate 0 - never participates in a discussion, or
- comments are completely irrelevant.

Rate 2 - only participates occasionally in a discussion, or
- has little to contribute in a discussion, and
- comments are often irrelevant.

Rate 4 - with a minimum of help from the teacher, is usually able to contribute relevant comments in discussions.

Rate 6 - can usually contribute relevant comments in a discussion without help from the teacher.

Rate 8 - consistently makes a superior contribution to a discussion without help from the teacher.

---

23. **Has sufficient emotional security to express own ideas to the teacher and/or classmates in some situations.**

Rate 0 - never expresses own ideas.

Rate 2 - seldom expresses own ideas voluntarily, or
- needs constant urging and assurance from the teacher before he participates.

Rate 4 - has sufficient emotional security to express own ideas to the teacher and/or classmates in some situations.

Rate 6 - has sufficient emotional security to express his own ideas to teacher and classmates frequently.

Rate 8 - has sufficient emotional security to contribute ideas to teacher and classmates in any situations.

ED106315

ADMINISTRATION BOOKLET

TEACHERS' RATING QUESTIONNAIRE

(Grade 3+)

Revised Form 1974

Instructions

Specific criteria for you to follow in the rating of each question are stated in detail. These criteria provide the best means of obtaining uniform thinking regarding ratings, both for various pupils and for various teachers at various times of the year. These detailed criteria actually will assist in completing the rating questionnaire quickly and easily as you rate more of the students in your class.

1. Please read each question carefully.

2. Decide from your own knowledge the ratings for each pupil.

3. Record the rating for each pupil for every question.

TM 004 426

SECTION ONE

1. Reading

Reads with comprehension and fluency; conveys meaning to listeners.

Rate 0 - Reads with little or no comprehension, mostly word by word, without much meaning.

Rate 2 - Reads with word recognition and comprehension at bottom level of class.

Rate 4 - Reads with comprehension and fluency; conveys meaning at middle level of class.

Rate 6 - Reads with word recognition and comprehension at top level of class.

Rate 8 - Superior reader, able to comprehend most material encountered, e.g., magazines and books at higher grade levels.

2. Mathematical Ability

Shows understanding of mathematical concepts and operations; can solve problems.

Rate 0 - Very limited ability to understand mathematical concepts and operations; cannot solve problems.

Rate 2 - Mathematical understanding and problem solving ability is at lower level of class.

Rate 4 - Usually able to understand mathematical concepts and operations when presented by teacher.

Rate 6 - Mathematical understanding and problem solving ability is at upper level of class.

Rate 8 - Superior mathematical ability; immediately understands mathematical ideas presented by teacher.

3. Language

Extent of vocabulary; correct grammatical usage of English; ability to express self clearly. (Both oral and written.)

Rate 0 - Generally very poor command of the language, frequently misunderstood, or cannot express self due to inadequate language.

Rate 2 - Language poor; on occasion is misunderstood.

Rate 4 - Command of language adequate; child still makes some grammatical errors.

Rate 6 - Good command of language; no grammatical mistakes.

Rate 8 - Extremely articulate for child this age; superior vocabulary, clear expression of ideas.

4. General Performance Level

The quality of work; diligence in performing it.

Rate 0 - Makes many errors; doesn't concentrate; seems uninterested in improvement.

Rate 2 - Makes an effort to concentrate, still has difficulty with work; quite a few errors.

Rate 4 - Listens; performs as required; relatively neat.

Rate 6 - Somewhat above average; diligent; few errors.

Rate 8 - Far above average; diligent; produces extremely accurate work.

5. School Ability

To provide your estimate of this child's ability, try to predict how far you think he will go (ignore financial ability of parents).

Rate 0 - Will have difficulty completing Grade Eight.

Rate 2 - Will not complete high school.

Rate 4 - Will complete high school.

Rate 6 - Will go to university.

Rate 8 - Will go beyond a B.A.

SECTION TWO

6. Discipline

Displays behaviour that you, the teacher, consider appropriate, for your classroom.

Rate 0 - Constant discipline problem; behaviour always inappropriate.

Rate 2 - Frequent discipline problem; behaviour often inappropriate.

Rate 4 - Occasional discipline problem; exercises some self control.

Rate 6 - Very seldom causes discipline problems; exercises self control most of the time.

Rate 8 - Never causes discipline problems; behaviour always appropriate.

7. Ability to Get Along

Interacts with most of his classmates in a satisfactory manner.

Rate 0 - Never able to get along in classroom (or in schoolyard).

Rate 2 - Frequently quarrelsome, or limits social contacts to one or two chosen friends.

Rate 4 - Gets along with most pupils, and regularly participates in group activities.

Rate 6 - Often shows leadership ability in group activities, and is popular with most classmates.

Rate 8 - Consistently shows leadership ability in social contacts, and is trusted by other children.

8. General Adjustment Evaluation

Considering all aspects of the child's adjustment to the classroom environment, evaluate his position.

Rate 0 - Quite out-of-place.

Rate 2 - Seems uncomfortable.

Rate 4 - Adequately adjusted.

Rate 6 - Makes consistent, conscientious efforts to improve himself in relation to his school world.

Rate 8 - Makes an effort to positively influence his classroom world.

SECTION THREE

For Your Guidance -- the following meanings are intended when these words are used:

Intuition - immediate insight;
- immediate apprehension by the mind without reasoning.

Divergent - capable of going in different directions;
- differ from the usual.

Inventiveness - ability to devise, or originate.

Imagination - mental faculty of forming images of external objects not present to the senses.

9. Use of Out-of-School Experiences in Class

Draws on background experiences, reading.

Rate 0 - Shows no background experiences; reports no information pertaining to the world about him.

Rate 2 - Shows a few background experiences; reports some information.

Rate 4 - Reasonably well informed.

Rate 6 - As a result of his background experiences, he is often able to contribute new information.

Rate 8 - As a result of his background experiences, regularly displays a wealth of knowledge. High degree of sensitivity to the world around him.

10. Imagination and Inventiveness

Regardless of academic achievement, he may be considered imaginative and inventive.

Rate 0 - Never shows imagination or inventiveness.

Rate 2 - Rarely shows imagination or inventiveness.

Rate 4 - Occasionally shows imagination or inventiveness.

Rate 6 - Frequently shows imagination or inventiveness.

Rate 8 - Regularly shows imagination or inventiveness.

11. Creativity

Shows an urge to explore and create; is intuitive.

Rate 0 - Always placid, never shows signs of curiosity; no capacity to be "disturbed."

Rate 2 - Rarely shows curiosity or the desire to explore.

Rate 4 - Occasionally displays signs of divergent thinking.

Rate 6 - Frequently displays signs of divergent thinking; has a great urge to explore.

Rate 8 - Regularly displays signs of divergent thinking; possesses the rare gift of immediate insight.